



COLORADO STATE UNIVERSITY  
— GLOBAL —

## EDL550: MANAGERIAL LEADERSHIP

### Credit Hours: 3

**Contact Hours:** This is an 8-week, 3-credit course. All courses in the principal licensure concentration (EDL500, 520, 530, 540, 550, 560, and OTL568) will include internship activities specifically related to course content. The Colorado principal license requirement for internships is 300 hours. Therefore, you can expect to spend a minimum of six hours per week in internship activities as outlined in the Internship Guidebook. This requirement is in addition to the hours required to participate in this online course, i.e., completing readings, discussion boards, formative assessment exercises, and Critical Thinking Assignments.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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#### Course Description:

This course explores the allocation of resources for maximizing student and staff learning support. Students learn the necessary functions for managing school operations conducive to learning and ensuring a safe environment in accordance with federal/state laws and school board policies.

#### Course Overview:

This course introduces aspiring K-12 school principals to the various roles and responsibilities they will have as a managerial leader. Areas of focus in the class include communication and technology in schools, facilities management, human resource management, school budgeting and accounting practices, conflict management, and strategies for ensuring an orderly and supportive environment. Students are advised throughout the course to work with their mentor principals in moving through the course topics as they are learning about critical, and sometimes complicated, managerial functions and their mentor principals will be able to share valuable ideas and experiences regarding these functions.

#### Course Learning Outcomes:

1. Manage and identify outside partnerships to achieve goals.
2. Intervene with all stakeholders in communication that includes blogs, websites, and newsletters.
3. Anticipate district policies and establish school rules and procedures that support those policies and particularly address classroom behavior.
4. Facilitate compliance with federal and state laws.

Principal Quality Standards	
<b>Standard I:</b> demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.	Assignment Implementation Evidence Examples

<p><b>ELEMENT D: Shared and Collaborative Leadership</b> Principals create and utilize systems to share leadership and support collaborative efforts throughout the school</p>	<p>Examples of artifacts that may be used as evidence of assignment implementation</p> <ol style="list-style-type: none"> <li>1. Student perceptions</li> <li>2. Parent/guardian perceptions</li> <li>3. Stakeholder perceptions</li> <li>4. Perceptions of other administrators about the principal's professional performance</li> <li>5. Evidence of team development</li> <li>6. Communications plans</li> <li>7. Unified Improvement Plan</li> <li>8. Teacher Turnover Rates</li> <li>9. Supervisor feedback</li> <li>10. 10. School vision, mission, and goals</li> </ol>
<p><b>ELEMENT E: Communicate with Stakeholders</b> Principals facilitate the design and use of a variety of communication strategies with all stakeholders.</p>	
<p><b>Standard II:</b> <b>Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.</b></p>	
<p><b>ELEMENT A: Professional School Environment</b> Principals create a professional school environment and foster relationships that promote staff and student success and well-being.</p>	
<p><b>ELEMENT B: Orderly and Safe Environment</b> Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being</p>	
<p><b>ELEMENT C: Productive and Contributing Environment</b> Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.</p>	
<p><b>ELEMENT D: Shared and Collaborative Leadership</b> Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.</p>	
<p><b>ELEMENT E: Engage Parents and Communities</b> Principals design and/or utilize structures and processes which result in family and community engagement and support.</p>	
<p><b>Standard IV:</b> <b>Principals demonstrate professionalism through ethical conduct, reflection, and external leadership</b></p>	
<p><b>ELEMENT C: Partnerships with Community Stakeholders</b> Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.</p>	

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## **PARTICIPATION & ATTENDANCE**

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## **COURSE MATERIALS**

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### **Required:**

Bambrick-Santoyo, P. & Lemov, D. (2018). *Leverage Leadership 2.0*. San Francisco, CA: Jossey-Bass ISBN-13: 978-1119496595

Hord, S. M., & Roussin, J. L. (2013). *Implementing change through learning: Concerns-based concepts, tools, and strategies for guiding change*. Thousand Oaks, CA: Corwin. ISBN-13: 9781452234120

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## **COURSE SCHEDULE**

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### **Due Dates**

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## **WEEKLY READING AND ASSIGNMENT DETAILS**

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### **Module 1**

#### **Readings**

- Chapter 7 in *Leverage Leadership 2.0*
- ISTE. (2018). ISTE Standards for educational leaders. *International Society for Technology in Education*.
- Styron, R. J., Bonner, J. L., Styron, J. L., Bridgeforth, J., & Martin, C. (2016). Are teacher and principal candidates prepared to address student cyberbullying? *Journal of At-Risk Issues*, 19(1), 19-28.
- U.S. Department of Education. (2017). Reimagining the role of technology in education: 2017 national education technology plan update. *Office of Educational Technology*.

#### **Discussion (25 points)**

Your submission should address Standard 1, Element e and Standard 2, Element d.

#### **Critical Thinking (75 points)**

Your required reading this week included the 2017 technology update from the US Department of Education. Identify the five areas of focus and discuss how each of those areas should be addressed, followed by how they are being addressed in your school or district. Include changes you have seen in the recent past and any plans for the future your school/district might have in place.

Your paper should be 3-4 pages long and cite a minimum of 2 sources. The CSU-Global Library is a great place to find source material! Ensure your paper is well written and all sources cited per the guidelines in The CSU-Global Guide to Writing and APA.

*Your submission should address Standard 1, Element e and Standard 4, Element c.*

## Module 2

### Readings

- Almutairi, A. (2015). Is Educational adequacy adequate for just education? *Educational Studies*, 51(6), 510-524.
- Ikpa, V. W. (2016). Politics, adequacy, and education funding. *Education*, 136(4), 468-472.

### Discussion (25 points)

*Your submission should address Standard 2, Element c.*

### Critical Thinking (75 points)

Your readings this week have covered the concepts of adequacy, equity, and equality. It is important to understand the policies of the elected officials in your state.

*Your submission should address Standard 1, Element d and Standard 2, Element e and Standard 4, Element c.*

Find the educational platform of a politician in your state, (for example, here is the platform Governor Polis used for his successful 2018 campaign bid for governor in Colorado):

[https://actionnetwork.org/user\\_files/user\\_files/000/019/145/original/Polis\\_2018\\_Education\\_Plan.pdf](https://actionnetwork.org/user_files/user_files/000/019/145/original/Polis_2018_Education_Plan.pdf)

Based on the educational platform, discuss the following:

- How easy is it to understand?
- What are the identified priorities?
- What will the cost be to taxpayers?
- Have funding mechanisms been identified?
- Is an implementation timeline part of the plan?
- How will success be measured?
- How will taxpayers in your district receive this plan?

Your paper should be 2-3 pages long and cite a minimum of two sources. The CSU-Global Library is a great place to find source material! Ensure your paper is well written and all sources cited per the guidelines in The CSU-Global Guide to Writing and APA. Your submission should align with Standard V Elements A and E.

## Module 3

### Readings

- Chingos, M. M. & Blagg, K. (2017). Making sense of state school funding policy. *Urban Institute*. Washington, D.C.
- School Financing and Budgets. (2015). *School board member leadership workbook user guide* (6). Colorado Association of School Boards.
- Verstegen, D. A. (2015). On doing an analysis of equity and closing the opportunity gap. *Education Policy Analysis Archives*, 23(41).

### Discussion (25 points)

*Your submission should address Standard 1, Element d and Standard 3, Element b.*

### Critical Thinking (75 points)

Interview a building administrator (assistant principal or principal) or district-level business administrator regarding how budgets are created in your district.

Create a presentation using an online presentation tool of your choice (Powerpoint, Knovio, Prezi) of at least 10 slides for your school's community council or PTA outlining how school budgets are created in your district. As a part of your presentation, please address at least these essential questions:

- How is the budget developed?
- Who is involved and what roles do they play?
- How do budgets assist school boards in achieving their goals to meet the needs of the students whom they serve?

Your presentation should be well organized, informational, and visually engaging. If any sources are used, cite them per *the CSU-Global Guide to Writing and APA*.

*Your submission should address Standard 1, Element e.*

Paste the URL to your presentation into a Word document so your instructor can access it; additionally, include in that document a brief description of how you would present this material. Explain any supplementary materials you would utilize during your presentation and/or distribute to the audience.

## Module 4

### Readings

- Baxter, P., Ely, T. L., & Teske, P. (2018). A bigger slice of the money pie: Charters in Colorado and Florida win share of local tax dollars education next.
- Brown III, G. (2016). Leadership's influence: A case study of an elementary principal's indirect impact on student achievement. *Education*, 137(1), 101.
- Doing More with Less: Lessons from the Field. (2017). *School Planning & Management*, 56(10), 42– 44.
- Will, M. (2018). Benefits take larger bite out of District K-12 education budgets. *Education Week*, 38(2), 5.

### Discussion (25 points)

*Your submission should address Standard 1, Element d.*

### Critical Thinking (75 points)

Create a letter to be sent to parent leaders (booster club leaders, advisors to clubs, etc.) communicating your district's fundraising policy.

Be sure to cover the following topics:

- The type of fundraisers that will be approved and which are strictly forbidden
- How money for fundraisers is handled
- How to obtain approval for a fundraiser
- The type of reporting that is necessary
- The limits to the amount of money that can be raised
- What money that is earned through fundraising be used for

Your letter should be thorough yet clear and well suited for your audience. Ensure it is error-free and of reasonable length to cover the requirements above and any additional information you know your parent community will want to know.

*Your submission should address Standard 2, Element e and Standard 4, Element c.*

## Module 5

### **Readings**

- Chapter 6 *Leverage Leadership 2.0*
- DeVoogd, K., Lane-Garon, P., & Kralowec, C. A. (2016). Direct instruction and guided practice matter in conflict resolution and social-emotional learning. *Conflict Resolution Quarterly*, 33(3), 279-296.

### **Discussion (25 points)**

*Your submission should address Standard 1, Element d and Standard 3, Element d and Standard 4, Element c.*

### **Critical Thinking (75 points)**

Analyze the collective bargaining agreement from your place of employment. If there is no bargaining agreement from your work, one must be obtained from any local (district or other public authority).

Once a document has been secured, you are to read it and provide a critical analysis in the following areas:

- Readability, clarity, and usability
- Determination of who benefits and how they benefit from the agreement
- Analyze the language of each section from management's perspective. (For this part of the assignment, interview your Mentor Principal who has had to live with the contract.)
- What role does the principal play in bargaining and in carrying out the negotiated agreement, etc.?
- How do they cultivate a collaborative effort with union members?
- How do they keep a focus on student achievement?
- Provide alternative language for those sections deemed inadequately written.

A copy of the contract must be submitted with the written analysis.

Your assignment should be three to four pages long and well written, and any portions of the contract or outside sources cited in the assignment should be formatted per the *CSU-Global Guide to Writing and APA*. *Your submission should address Standard 1, Element d and Standard 2, Element d and e and Standard 4, Element c.*

## **Module 6**

### **Readings**

- Review Chapter 5 in *Leverage Leadership 2.0*
- Betters-Bubon, J., & Donohue, P. (2016). Professional capacity building for school counselors through school-wide positive behavior interventions and supports implementation. *Journal of School Counseling*, 14(3).
- Colcord, C. R., Mathur, S. R., & Zucker, S. H. (2016). Improving disciplinary practices in an urban school: Solving the problem of practice. *Journal of Education and Training Studies*, 4(10), 148-155.

### **Discussion (25 points)**

*Your submission should address Standard 2, Element a, b, c.*

### **Critical Thinking (75 points)**

Using the Effective steps for discipline decision making outlined in PBIS, evaluate the discipline data and other relevant data in your school:

1. Problem identification (is there a problem?)
2. Problem analysis- (what is happening?)
3. Plan implementation (what should be done?)
4. Plan evaluation (is the plan working?)

Choose ONE issue (Bullying, tardies, etc.) that you would like to address using SWPBIS.

From the guidelines of six practices of PBIS, outline the steps you will take to address the identified issue. Who will be on your team? What will the agenda be for the first meeting? What timeline will you establish?

6 practices:

1. Use an action plan to solve the problem of practice
2. Involve the leadership team in creating and implementing universal expectations
3. Include parents in the creation of behavior expectations by recognizing cultural practices, values and ideas
4. Provide professional development
5. Teach and reinforce desired behaviors
6. Access continuous advisement and guidance from colleagues on the implementation and evaluation of SWPBIS

NOTE: Of course, you will not be able to complete each of the six practices in this time frame of the class, but write up a plan for how you will include your leadership team and parents, what professional development will be necessary, and how you will teach and reinforce desired behaviors.

Ensure your work is well-written, organized, and adheres to CSU-Global APA and writing guidelines. Remember to add a CSU-Global formatted title page and APA formatted reference page (if sources are cited) to your final Portfolio Project assignments. Use the *CSU-Global Guide to Writing and APA* to assist you. Your submission should align with Standard I Elements A and B, and Standard III Element B.

*Your submission should address Standard 1, Element d and Standard 2, Element b, c, d and e.*

## Module 7

### Readings

- Chapter 8 in *Leverage Leadership 2.0*
- Kwong, D., & Davis, J. R. (2015). School climate for academic success: A multilevel analysis of school climate and student outcomes. *Journal of Research in Education, 25*(2), 68-81.

### Discussion (25 points)

*Your submission should address Standard 2, Element a.*

## Module 8

### Readings

- Side, J., & Johnson, K. (2014). Bullying in schools: Why it happens, how it makes young people feel and what we can do about it. *Educational Psychology in Practice, 30*(3), 217-231.
- Lawrence, T. S. (2017). Bullying in secondary schools: Action planning using a positive behavior intervention and support framework. *American Secondary Education, 45*(2), 85-92.

### Discussion (25 points)

*Your submission should address Standard 2, Element b.*

### Portfolio Project (325 points)

For this assignment, assume that you will become the principal of your school tomorrow and rank the following topics from 1-4 in order of most critical (or relevant) to address immediately to least critical.

- Technology Leadership and systematic communication
- Financial Management
- Conflict Management and Resolution
- School-wide Expectations for Students and Staff

### Instructions

1. In a 4-6 page paper, write a critical analysis of the two most critical or relevant issue you identified and identify the reasons you chose this topic.
2. In your analysis, consider the following:
  - a. Where would you start in addressing this issue?
  - b. What would your first steps be?
  - c. What resources would you access to support your work, both from this course and outside of these materials?

3. Ensure your work is well-written, organized, and adheres to CSU-Global APA and writing guidelines.
4. Include 4-6 scholarly or peer reviewed sources.
5. Remember to include a CSU-Global formatted title page and APA formatted reference page for sources you have cited. Use the *CSU-Global Guide to Writing and APA* to assist you.
6. Refer to the Portfolio Project Rubric, found in the Module 8 folder, for full details on how you will be graded on this assignment.

*Your submission should address Standard 1, Element d and e and Standard 2, Element a, d and e.*

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## **COURSE POLICIES**

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### **Course Grading**

20% Discussion Participation  
45% Critical Thinking Assignments  
35% Final Portfolio Project

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below



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## **IN-CLASSROOM POLICIES**

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For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant?

How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.